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ABSTRACT

This report presents an analysis of graduation rates for the New York City public high schools for recent years. The analysis is based on cohort data published by the City Board of Education. Preoccupation with the dropout rate may obscure the more important fact that the graduation rate has not improved. The proportion of New York City public high school entrants who drop out within 4 years has declined steadily, from 21.8 percent for the class of 1986 to 17.2 percent for the class of 1991. Only 41 percent of the class of 1986 graduated within 4 years, and this rate declined to a low of 37.6 percent in 1990. In 1991, the graduation rate rose slightly to 38.9 percent. Neither has the long-term graduation rate improved. Seven years after entering high school, only 57 percent of the classes of 1986, 1987, and 1988 had graduated, and rates did not improve in successive classes. Students may stay in school longer, but they are still not able to achieve performance standards. Improving the graduation rate will certainly require enhancing students' opportunities to take and pass required courses. Four tables present cohort data. Two appendixes (seven tables) further summarize study information. (SLD)

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Half the battle

The high school dropout rate is down, but the graduation rate is not rising

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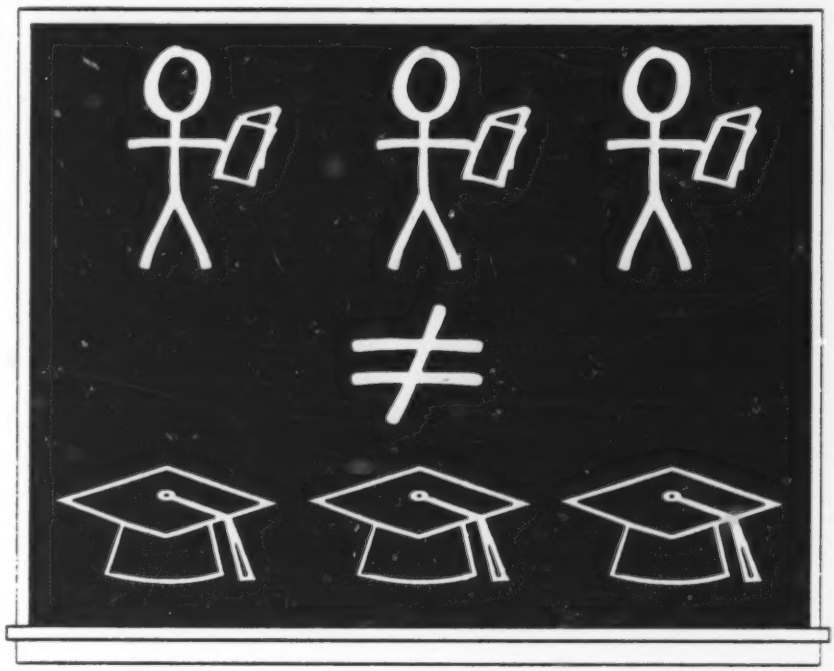

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A report prepared pursuant to the Comptroller's responsibilities under the Charter of the City of New York to "investigate all matters relating to or affecting the finances of the city," [N.Y. City Charter, Sect. 93(b)] and to "undertake studies, including cost benefit analyses, of (i) purchases of goods, services, and construction by agencies of government that use city funds for such purposes and (ii) the adoption and use of new technology by city agencies to promote their economy and efficiency, and periodically report the findings and recommendations of such studies to the mayor, the council and the public." [N.Y. City Charter, Section 93(e)].

HALF THE BATTLE:

THE DROPOUT RATE IS DOWN BUT THE GRADUATION RATE IS NOT RISING

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HALF THE BATTLE:

THE DROPOUT RATE IS DOWN BUT THE GRADUATION RATE IS NOT RISING

I. SUMMARY OF FINDINGS

The high school dropout rate receives a great deal of public attention. It has been the subject of numerous reports and many newspaper stories, and reducing it has been the object of huge public expenditures.[1] Preoccupation with the dropout rate may, however, obscure a more important fact: the graduation rate has not improved.

This report shows that the proportion of New York City public high school entrants who drop out within four years declined steadily, from 21.8% for the Class of 1986 (those who entered ninth grade in 1982-83) to 17.2% for the Class of 1991 (those who entered ninth grade in 1987-88).[2] Despite this, graduation rates have not generally improved. Key findings are:

The four-year graduation rate has not improved.

* Only 41% of the Class of 1986 graduated within four years. Over the next few years, four-year graduation rates declined, reaching a low of 37.6% in 1990.

* In 1991, the four-year graduation rate rose to 38.9%, an improvement over two previous years, but a decline from 1986, 1987, and 1988.

The longterm graduation rate has not improved.

* Seven-year graduation data are available for the Classes of 1986 through 1989. Seven years after entering high school about 57% of students in the Classes of 1986, 1987, and 1988 had graduated; rates did not improve with successive classes.

* Six-year graduation data are available for the Classes of 1986 through 1989. The six-year graduation rate is the most complete information available for the Class of 1989. Six years after entering high school, 53.1% of the Class of 1989 had graduated, the lowest six-year graduation rate of any class to date.

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[1]In March 1984, the New York State legislature appropriated $22.5 million for dropout prevention; 80% of those dollars went to New York City, given its high dropout rate. Each year since 1984, comparable amounts of money for dropout prevention have flowed to the City. The story of the City's extensive dropout prevention efforts has been chronicled in a series of reports by the Public Education; including *Dropout Prevention: A First Step* (1985) and *Effective Dropout Prevention: The Case for School Wide Reform* (1988).

[2]Basic data are from Board of Education sources cited in the body of the report.

* Five-year graduation data are available for the Classes of 1986 through 1990. The five-year graduation rate is the most complete information available for the Class of 1990. Five years after entering high school, 49.5% of the Class of 1990 had graduated. This rate is an improvement over 1986 and 1987, but it is worse than 1988 and 1989.

Decreasing four-year dropout rates have meant that students stay in school longer. The percentage of students enrolling for a fifth year grew to 27.8% of the Class of 1991 from 24.9% of the Class of 1986, for example. Decreasing dropout rates have not meant higher graduation rates.

The failure of graduation rates to improve when dropout rates have declined is only seemingly inconsistent. Graduation requirements increased with the Class of 1989, the year high school graduation rates edged downward.[3] Students stayed in school longer, but they were not able to achieve performance standards.[4]

In addition to tracking systemwide graduation trends over time, this report tracks four-year graduation trends on a school- and borough-basis over time. Key findings are:

* Eighty-six (69%) of the City's 124 high schools graduated less than half of the Class of 1991; 20 high schools graduated less than 25%. Seven of those 20 high schools were traditional schools, which admit students directly from middle school; the other 13 were alternative schools, which serve students who have had problems elsewhere in the system and might be expected to have lower graduation rates.

* In three high schools, the graduation rate declined more than 10 percentage points between the Class of 1989 and the Class of 1991; in 11 schools, the decline was five percentage points or more. The graduation rate improved by five percentage points or more in only four schools.

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[3]In addition to competency tests in reading, writing, and mathematics, beginning with the Class of 1989, students were required to pass a competency test in American history. An additional term of history was required beginning with the Class of 1989 and electives were constrained in favor of increased course combination/sequence requirements. The Class of 1991 faced additional competency tests in science and global studies and a proficiency exam in occupational education. Students who entered high school in September 1991 (Class of 1994) will be required to complete three years of mathematics, where two years were previously required. Despite increasing academic demands, high school students have actually had less access to instruction since 1986 as a function of budget cuts and other factors. The curriculum index, which identifies the number of units/credits students took on average in a given year, fell from 6.60 in 1986 to 5.71 in 1991. Twenty units are required to graduate.

[4]In *Hanging in: A study of student credit accumulation in high school* (1990), the Educational Priorities Panel reports that in 1989 almost two-thirds of all students failed one or more courses in the fall term and one-third failed three or more courses.

* Only one high school in the Bronx has a four-year graduation rate exceeding 50%, the Bronx High School of Science, which accepts students citywide.

The report concludes that attempts to reduce the four-year dropout rate have had the positive effect of keeping students in school longer, but they have not led to improved graduation rates. One might even argue that attempts to maintain supportive services and prevent dropping out have had to compete with attempts to provide students with optimum course offerings and encourage timely graduation.[5] In any case, improving the graduation rate will certainly require efforts that enhance students' opportunity to take and pass required courses.

II. ANALYSIS OF COHORT DATA

This report presents results of an analysis of graduation rates for New York City public high schools for recent years. The analysis is based on cohort data[6] published by the New York City Board of Education.[7]

A. The high school graduation rate has not improved.

The proportion of New York City public high school entrants who drop out within four years declined steadily, from 21.8% for the Class of 1986 (those who entered ninth grade in 1982-83) to 17.2% for the Class of 1991 (those who entered ninth grade in 1987-88).[8] Despite this, graduation rates have not generally improve. Key findings are:

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[5]As discussed in footnote 3, the curriculum index has been shrinking since 1986. This shrinkage is due both to cuts in the school system's overall budget and to changing school priorities.

[6]The cohort method assigns students to a "class" based on their date of first-time entry into ninth grade. Students assigned to the Class of 1991, for example, entered the ninth grade for the first time in the 1987-88 school year. Applying this methodology, each student has one of four possible outcomes at the end of four years, the traditionally expected period for completion of high school studies: graduation, dropout, discharge from the system, and continued enrollment.

[7]*The Cohort Report: Four-Year Results for the Class of 1991 and Follow-Ups of the Classes of 1988, 1989, and 1990 and The 1990-91 Dropout Rate* (Brooklyn, New York: New York City Board of Education, May 1992).

[8]Basic data are from Board of Education sources cited in the body of the report.

The four-year graduation rate has not improved.

* Only 41% of the Class of 1986 graduated within four years. Over the next few years, four-year graduation rates declined, reaching a low of 37.6% in 1990.

* In 1991, the four-year graduation rate rose to 38.9%, an improvement over two previous years, but a decline from 1986, 1987, and 1988.

The longterm graduation rate has not improved.

* Seven-year graduation data are available for the Classes of 1986 through 1989, the years in which four-year graduation rates were at their highest. Seven years after entering high school about 57% of students in the Classes of 1986, 1987, and 1988 had graduated; rates did not improve with successive classes.

* Six-year graduation data are available for the Classes of 1986 through 1989. The six-year graduation rate is the most complete information available for the Class of 1989. Six years after entering high school, 53.1% of the Class of 1989 had graduated, the lowest six-year graduation rate of any class.

* Five-year graduation data are available for the Classes of 1986 through 1990. Five years after entering high school, 49.5% of the Class of 1990 had graduated. This rate is an improvement over 1986 and 1987, but it is worse than 1988 and 1989.

Decreasing four-year dropout rates have meant that students stay in school longer. The percentage of students enrolling for a fifth year grew to 27.8% of the Class of 1991 from 24.9% of the Class of 1986, for example. Decreasing dropout rates have not meant higher graduation rates.

The failure of graduation rates to improve when dropout rates have declined is only seemingly inconsistent. Graduation requirements increased with the Class of 1989, the year high school graduation rates edged downward.[9] Students stayed in school longer, but they were not able to achieve performance standards.[10]

B. In 1991, most city high schools graduated less than half of the students who entered four years earlier; 20 of these high schools graduated less than 25% of the students who entered four years earlier.

Table 1 on the following page shows the frequency of various graduation rates for the City's 124 high schools.[11] For the Class of 1991, 86 high schools had four-year graduation rates below 50 percent. Twenty had four-year graduation rates below 25 percent.[12]

* Most of the 20 high schools with the poorest performance are alternative schools -- small, largely second-chance schools that serve prior dropouts and truants -- so the finding should not be surprising.

* Seven of these schools, however, are traditional schools that admit entrants directly from middle school.

* Traditional schools with fewer than 25% of students graduating are Automotive, George Washington, Eastern District, James Monroe, Theodore Roosevelt, Walton, and Bushwick.

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[9]In addition to competency tests in reading, writing, and mathematics, beginning with the Class of 1989, students were required to pass a competency test in American history. An additional term of history was required beginning with the Class of 1989 and electives were constrained in favor of increased course combination/sequence requirements. The Class of 1991 faced additional competency tests in science and global studies and a proficiency exam in occupational education. Students who entered high school in September 1991 (Class of 1994) will be required to complete three years of mathematics, where two years were previously required. Despite increasing academic demands, high school students have actually had less access to instruction since 1986 as a function of budget cuts and other factors. The curriculum index, which identifies the number of units/credits students took on average in a given year, fell from 6.60 in 1986 to 5.71 in 1991. Twenty units are required to graduate.

[10]In *Hanging in: A study of student credit accumulation in high school* (1990), the Educational Priorities Panel reports that in 1989 almost two-thirds of all students failed one or more courses in the fall term and one-third failed three or more courses.

[11]Developed from data in Appendix D-1, *Cohort Report*.

[12]School-level graduation rates are presented in Appendix B.

Table 1. Distribution of four-year graduation rates across high schools

Percentage of students graduating within four years	Number (and %) of schools in range
0-24%	20 (16%)
25-49%	66 (53%)
50-74%	33 (27%)
75-100%	4 (3%)
Not available	1 (1%)
Total	124 (100%)

C. Four-year graduation rates have declined in more high schools than improved.

Table 2 on the following page shows graduation rates for "traditional schools"[13] where graduation rates changed by five or more percentage points between the Class of 1989 and the Class of 1991 and the change in the interim year was in the same direction as the overall change. In three high schools, the graduation rate declined by more than 10 percentage points between the Class of 1989 and the Class of 1991; in 11 schools, the decline was five percentage points or more. The graduation rate improved by five percentage points or more in only four schools.

D. The chance of attending a school from which over 50% of students graduate varies considerably by borough.

Four-year graduation results for the Class of 1991 for the top five "traditional" high schools in each of the boroughs are listed in Table 3, which appears on the page 7. Table 4, immediately following, presents four-year graduation results for the bottom five "traditional" high schools[14] in each of the boroughs.[15]

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[13]High schools have often been categorized as either "traditional" or "alternative." Traditional schools are generally large and admit students directly from middle school. Alternative schools are generally small and admit students who have had trouble elsewhere in the high school system. Alternative schools are not included in this analysis both because of their special role as "second chance" schools and because their small size tends to make statistical data less stable over time.

[14]Alternative schools are not included in this analysis. Alternative schools generally admit students who have had difficulty in high school previously. Such schools can be expected to have low graduation rates.

Table 2. Four-year graduation rates at "traditional" high schools[16] with rates that have changed by five percentage points or more

Schools	Class of 1989	Class of 1990	Class of 1991	Difference, 1991-1989
Rates improved				
Boys & Girls	28.6%	32.7%	36.4%	7.8%
Brandeis	26.5%	27.4%	38.3%	11.8%
East New York	27.7%	34.7%	37.1%	9.4%
Morris	22.6%	27.4%	27.6%	5.0%
Rates declined				
Aviation	49.1%	39.8%	33.2%	-15.9%
Eastern District	23.4%	19.3%	18.1%	-5.3%
George Wingate	41.7%	40.1%	36.2%	-5.5%
Grace Dodge	46.1%	40.8%	39.9%	-6.2%
John Adams	49.4%	45.9%	42.3%	-7.1%
Lafayette	44.2%	41.7%	37.2%	-7.0%
Park West	38.2%	34.6%	33.2%	-5.0%
South Shore	58.3%	56.3%	48.9%	-9.4%
Springfield Gardens	41.9%	34.5%	28.2%	-13.7%
Tilden	40.6%	35.6%	33.7%	-6.9%
William Maxwell	58.3%	51.8%	46.0%	-12.3%

[15]Based on data in Appendix D-1, *Cohort Report*.

[16]See previous footnote.

Table 3. Four-year graduation rates at top five schools by borough, 1991

Borough and school	Class 1991 graduation rate
Brooklyn	
Midwood	73.4%
Brooklyn Technical	66.7%
Edward R. Murrow	66.5%
Paul Robeson	65.7%
H .S. Telecom. Arts	60.2%
Bronx	
Bronx H.S. of Science	82.9%
Herbert Lehman	47.4%
Harry S. Truman	44.5%
Grace Dodge	39.9%
Christopher Columbus	39.0%
Manhattan	
Stuyvesant	82.4%
A. Philip Randolph	64.0%
F. H. LaGuardia	60.4%
Murry Bergtraum	58.9%
Art & Design	58.8%
Queens	
Townsend Harris	93.6%
Benjamin Cardozo	72.8%
Martin Van Buren	59.7%
Forest Hills	58.4%
Grover Cleveland	57.4%
Staten Island	
Staten Island Tech	86.1%
Tottenville	71.2%
Susan E. Wagner	68.6%
Port Richmond	64.5%
Ralph McKee	52.3%

Table 4. Four-year graduation rates at bottom five schools by borough, 1991

Borough and school	Class 1991 graduation rates
Brooklyn	
John Jay	26.6%
Thomas Jefferson	25.9%
Bushwick	22.4%
Automotive	20.3%
Eastern District	18.1%
Bronx	
South Bronx	25.7%
William H. Taft	25.4%
James Monroe	24.5%
Walton	23.8%
Theodore Roosevelt	16.9%
Manhattan	
Seward Park	33.4%
Park West	33.2%
Martin Luther King, Jr.	32.3%
Julia Richman	31.4%
George Washington	23.8%
Queens	
Franklin K. Lane	37.0%
Queens Vocational	36.4%
Andrew Jackson	33.3%
Aviation	33.2%
Springfield Gardens	28.2%
Staten Island	
Susan E. Wagner	68.6%
Port Richmond	64.5%
Ralph McKee	52.3%
New Dorp	51.0%
Curtis	50.0%

Together Tables 3 and 4 show that the "worst" schools in Staten Island had better graduation rates than the "best" schools generally open to students in the Bronx. All "traditional" high schools in Staten Island graduated more than half of the Class of 1991 in four years. Only one "traditional" high school in the Bronx graduated more than half of the Class of 1991 in four years, and that is a specialized school admitting students from across the city.

Table 3 shows the following:

* Four-year graduation rates exceeded 50% in at least five schools in each of four boroughs -- Brooklyn, Manhattan, Staten Island, and Queens.

* Only one high school in the Bronx had a four-year graduation rate above 50%, the Bronx High School of Science, which is specialized and admits students from across the city on the basis of an entrance examination.

Table 4 shows the following:

* In one borough, Staten Island, the graduation rate exceeded 50% for all traditional high schools.

* The bottom five traditional schools in each of the other boroughs all graduated less than 50% of the Class of 1991.

E. Conclusion

Attempts to reduce the four-year dropout rate have had the positive effect of keeping students in school longer, but they have not led to improved graduation rates. One might even argue that attempts to maintain supportive services and prevent dropping out have had to compete with attempts to provide students with optimum course offerings and encourage timely graduation.[17] In any case, improving the graduation rate will certainly require efforts that enhance students' opportunity to take and pass required courses.[18]

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[17]As discussed in footnote 3, the curriculum index has been shrinking since 1986. This shrinkage is due both to cuts in the school system's overall budget and to changing school priorities.

[18]In *Hanging in: A study of student credit accumulation in high school* (1990), the Educational Priorities Panel reports that in 1989 almost two-thirds of all students failed one or more courses in the fall term and one-third failed three or more courses.

Appendix A

Cohort study results for the Classes of 1986, 1987, 1988, 1989, 1990, and 1991

Appendix A

Cohort Study Results for the Classes of 1986, 1987, 1988, 1989, 1990, and 1991

	Years of High School				
Class/Status	*4*	*5*	*6*	*7*	*Final*
Class of 1986 (N = 71,484)					
Dropouts	21.8%	26.4%	27.3%	28.2%	28.2%
Graduates	41.0	45.6	54.1	57.3	57.3
Discharged	12.3	12.7	13.1	14.4	14.4
Still Enrolled*	24.9	15.3	5.5	2.1	—
Class of 1987 (N = 81,347)					
Dropouts	22.4%	28.4%	27.7%	27.0%	29.4%
Graduates	39.2	44.6	53.5	56.9	56.9
Discharged	11.6	12.4	13.5	13.7	13.7
Still Enrolled*	26.8	12.5	3.3	2.4	—
Class of 1988 (N = 82,533)					
Dropouts	20.8%	25.1%	24.8%	24.4%	27.3%
Graduates	40.1	52.5	56.5	57.3	57.3
Discharged	13.8	14.8	15.0	15.2	15.2
Still Enrolled*	25.3	7.5	3.7	3.1	—
Class of 1989 (N = 85,375).					
Dropouts	20.9%	25.1%	24.9%		
Graduates	38.0	51.5	53.1		
Discharged	15.7	16.3	16.4		
Still Enrolled*	25.4	7.1	5.7		
Class of 1990 (N = 78,536)					
Dropouts	19.2%	22.6%			
Graduates	37.6	49.5			
Discharged	15.3	15.9			
Still Enrolled*	27.8	12.0			
Class of 1991 (N = 70,510)					
Dropouts	17.2%				
Graduates	38.9				
Discharged	16.0				
Still Enrolled*	27.8				

* Includes students with unknown status.

Note: All results are as of June, 1991, except for the Classes of 1986 and 1987, which are as of June, 1989 and June, 1990, respectively.

Note: This table was excerpted from Board of Education, 1992 *Cohort Report.*

Appendix B

Four-year graduation rates for the
Classes of 1986, 1987, 1988, 1989, 1990, and 1991, by school

Four-Year Graduation Rate for the Classes of 1986, 1987, 1988, 1989, 1990, and 1991

School	*Class of:* 1986	1987	1988	1989	1990	1991
Art & Design	57.2%	69.9%	68.2%	63.6%	57.4%	58.8%
A. Philip Randolph	74.7	63.5	66.6	62.9	71.3	64.0
Chelsea	44.4	46.5	45.6	41.2	54.9	34.4
Fashion Industries	63.8	51.1	44.7	20.3	48.9	45.7
F. H. LaGuardia	60.8	68.0	61.2	66.0	60.4	60.4
George Washington	23.1	21.3	17.4	21.3	19.2	23.8
Graphic & Comm. Arts	37.5	35.4	34.0	38.8	35.3	42.3
Humanities	48.6	45.9	50.6	52.5	52.3	50.6
Julia Richman	31.8	30.6	31.6	30.3	26.9	31.4
Louis D. Brandeis	23.9	24.3	29.5	26.5	27.4	38.3
Mabel Dean Bacon	63.4	50.9	53.7	47.2	45.9	40.4
Man. Comp. Night School	N/A	N/A	N/A	N/A	3.6	7.2
Martin Luther King, Jr.	27.6	38.0	33.9	28.7	34.8	32.3
Math & Science	74.4	68.3	57.8	57.3	52.6	56.7
Murry Bergtraum	69.6	62.6	68.2	70.5	58.5	58.9
Norman Thomas	57.7	62.0	53.1	51.4	53.6	45.6
Park West	34.2	28.2	35.2	38.2	34.6	33.2
Seward Park	37.6	34.9	30.6	32.7	29.9	33.4
Stuyvesant	84.3	83.1	82.8	83.9	86.6	82.4
Washington Irving	32.6	39.2	35.6	35.1	35.9	36.3
Manhattan	44.9%	46.0%	45.5%	43.1%	42.7%	44.0

Note: This table was excerpted from Board of Education, 1992 *Cohort Report*.

(continued)

School	Class of: 1986	1987	1988	1989	1990	1991
Adlai E. Stevenson	36.7%	34.3%	35.8%	33.3%	26.0%	34.4%
Alfred E. Smith	37.1	30.9	35.8	37.8	39.1	34.8
Bronx H.S. of Science	83.6	80.9	67.6	79.5	75.0	82.9
Christopher Columbus	44.7	43.9	41.3	42.2	40.3	39.0
DeWitt Clinton	11.8	27.8	23.9	30.5	28.3	31.1
Evander Childs	31.5	29.8	29.5	29.0	25.7	27.9
Grace Dodge	58.5	44.8	45.7	46.1	40.8	39.9
Harry S. Truman	46.4	51.9	47.5	45.6	43.4	44.5
Herbert Lehman	50.5	51.4	50.1	47.8	40.1	47.4
James Monroe	25.7	4.5*	26.6	24.2	27.2	24.5
Jane Addams	56.4	51.2	47.7	35.8	37.5	37.8
John F. Kennedy	34.7	34.2	29.8	32.5	31.5	32.7
Morris	24.9	20.0	22.1	22.6	27.4	27.6
Samuel Gompers	41.4	41.0	41.5	42.0	31.3	37.8
South Bronx	22.4	17.1	29.4	24.8	24.1	25.7
Theodore Roosevelt	21.6	20.4	19.5	13.9	13.7	16.9
Walton	32.5	35.2	30.2	26.4	22.4	23.8
William H. Taft	22.6	20.5	22.1	24.3	24.0	25.4
Bronx	37.2%	35.2%	34.4%	33.9%	31.4%	34.8%

* Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

(continued)

School	Class of: 1986	1987	1988	1989	1990	1991
Bushwick	22.5%	3.7%	19.9%	22.3%	20.0%	22.4%
Canarsie	42.7	49.5	48.0	44.1	42.7	39.9
Clara Barton	66.3	63.9	58.0	68.4	63.8	50.3
East New York	31.4	25.8	41.5	27.7	34.7	37.1
Edward R. Murrow	73.2	78.3	75.9	72.1	67.2	66.5
Erasmus Hall	38.7	34.9	35.6	39.0	28.1	30.4
Franklin D. Roosevelt	37.7	42.0	45.8	46.3	43.0	48.2
George W. Wingate	37.6	17.8	36.7	41.7	40.1	36.2
Harry Van Arsdale	N/A	N/A	N/A	0.0	3.4	33.9
James Madison	51.4	51.6	58.5	55.0	63.0	58.7
John Dewey	62.3	55.6	66.9	57.2	52.7	52.0
Midwood	61.5	74.3	72.0	71.9	75.4	73.4
New Utrecht	45.6	46.1	43.1	40.6	46.2	50.9
NYC Vocational	N/A	38.2	N/A	36.9	43.5	38.6
Paul Robeson	3.2	0.0	0.0	66.4	66.4	65.7
Prospect Heights	27.9	23.5	26.3	28.5	25.6	29.2
Samuel J. Tilden	47.1	45.1	42.2	40.6	35.6	33.7
Sheepshead Bay	52.5	45.1	51.4	49.9	47.8	54.6
South Shore	49.6	56.1	59.8	58.3	56.3	48.9
Thomas Jefferson	25.3	21.4	22.2	21.4	20.1	25.9
William H. Maxwell	55.5	54.1	50.0	58.3	51.8	46.0
Brooklyn	46.7%	44.6%	48.2%	47.7%	45.7%	46.0%

Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

(continued)

School	Class of: 1986	1987	1988	1989	1990	1991
Abraham Lincoln	44.2%	45.5%	44.6%	45.6%	43.4%	41.3%
Automotive	41.6	31.6	28.6	24.5	28.8	20.3
Boys and Girls	24.4	19.9	28.2	28.6	32.7	36.4
Brooklyn Technical	75.4	63.5	67.3	63.4	67.9	66.7
Curtis	51.5	50.7	48.0	49.1	45.4	50.0
Eastern District	27.7	20.5	23.4	23.4	19.3	18.1
Eli Whitney	32.3	29.3	45.5	22.2	0.0	N/A
Fort Hamilton	49.0	39.8	41.9	42.6	35.5	36.2
George Westinghouse	56.3	45.8	44.7	38.9	37.5	43.0
H. S. of Telecom. Arts	58.6	20.0	0.0	61.2	60.3	60.2
John Jay	27.0	27.1	25.7	26.3	25.5	26.6
Lafayette	43.0	35.0	40.3	44.2	41.7	37.2
New Dorp	59.5	59.1	56.1	52.7	55.3	51.0
Port Richmond	67.3	58.7	60.8	62.3	63.6	64.5
Ralph McKee	73.6	5.9*	49.5	57.2	51.5	52.3
Sarah J. Hale	11.0	29.8	33.2	33.8	34.0	31.9
Staten Island Technical	N/A	98.4	76.7	96.2	83.3	86.1
Susan E. Wagner	67.0	64.8	59.1	66.1	62.3	68.6
Tottenville	73.5	68.7	74.1	69.5	66.1	71.2
William E. Grady	43.8	43.5	40.3	35.0	32.1	32.5
BASIS	50.1%	43.2%	45.6%	45.6%	44.3%	46.2%

* Graduation data for this school were incomplete at the time the Class of 1987 Cohort Report was published.

(continued)

School	Class of: 1986	1987	1988	1989	1990	1991
Andrew Jackson	39.9%	36.6%	34.6%	30.8%	29.9%	33.3%
August Martin	58.7	59.2	54.4	50.8	55.4	47.5
Aviation	59.6	45.6	47.9	49.1	39.8	33.2
Bayside	54.8	59.0	61.2	56.2	44.7	55.3
Beach Channel	46.6	38.3	38.9	41.1	39.1	39.6
Benjamin Cardozo	66.5	59.6	66.5	69.2	73.9	72.8
Far Rockaway	44.4	36.2	46.4	44.3	39.3	40.3
Flushing	47.0	44.2	43.9	39.2	38.6	38.7
Forest Hills	64.2	66.7	65.2	61.0	58.3	58.4
Francis Lewis	59.8	52.7	52.9	46.9	51.3	51.9
Franklin K. Lane	43.0	38.5	36.2	37.6	36.8	37.0
Grover Cleveland	50.0	47.9	54.3	54.9	56.2	57.4
Hillcrest	51.1	49.9	50.2	46.8	46.9	49.0
Jamaica	62.5	54.0	55.6	52.0	52.8	44.3
John Adams	41.3	49.8	45.8	49.4	45.9	42.3
John Bowne	58.7	55.3	54.1	51.6	49.5	53.0
Long Island City	47.0	38.2	43.9	41.5	46.7	43.1
Martin Van Buren	60.6	68.8	63.6	63.4	65.5	59.7
Newtown	40.7	47.4	38.2	39.0	38.4	40.2
Queens Vocational	40.8	43.6	38.6	41.1	38.2	36.4
Richmond Hill	41.7	45.1	44.7	49.3	45.2	52.3
Springfield Gardens	42.8	35.8	38.0	41.9	34.5	28.2
Thomas A. Edison	45.9	45.4	47.7	51.7	50.1	53.3
Townsend Harris	N/A	N/A	92.2	90.8	92.8	93.6
William C. Bryant	40.6	44.4	45.3	41.2	45.4	44.4
Queens	50.5%	48.5%	49.1%	48.2%	47.6%	48.1%

(continued)

School	Class of: 1986	1987	1988	1989	1990	1991
Bronx Regional	27.6%	11.5%	29.4%	15.5%	16.6%	21.5%
Brooklyn College Academy	N/A	6.7	12.2	15.6	26.5	29.3
Career Employment Center	N/A	N/A	N/A	5.2	16.2	9.3
Central Park East	N/A	N/A	N/A	N/A	0.0	62.0
City-as-School	32.4	29.2	31.7	14.5	34.9	27.2
Concord	22.1	25.5	27.2	33.9	21.9	22.4
Hostos-Lincoln Academy	N/A	N/A	N/A	N/A	42.0	54.3
H.S. Redirection	6.6	10.5	9.9	5.0	10.9	10.1
International School	N/A	0.0	59.1	2.2	28.8	44.2
Island Academy	5.9	N/A	N/A	6.6	5.7	2.3
Liberty	33.3	N/A	N/A	N/A	2.4	1.4
Lower East Side Prep	33.6	26.4	19.2	18.6	25.5	29.5
Middle College	25.2	34.9	34.2	26.1	23.0	36.0
Pacific	11.8	6.4	14.7	9.1	5.1	6.5
Park East	11.4	15.1	14.2	6.8	14.6	13.4
Phoenix Academy	15.4	18.0	N/A	4.1	5.6	11.1
Satellite Academy	25.1	29.3	23.4	13.5	18.9	19.9
Street Academy	27.8	24.6	26.2	8.9	22.5	14.7
University Heights	N/A	16.0	14.8	26.8	20.8	24.1
West Side	16.0	20.0	27.2	17.3	19.1	28.0

Note: Due to school reassignments and the creation of new schools, totals for the Alternative High Schools are not comparable from one cohort to another. Therefore, totals for the Alternative High Schools are not given.

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